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ABSTRACT

The committee report on the North York (Ontario) outdoor education program reviews the program and related policies, identifies concerns that need addressing, and recommends prioritized and cost-effective actions. A section of background information covers history of outdoor education, present Ministry of Education policy, and present North York Board of Education policy, and lists three program support documents published by the Board. The outdoor education program is discussed under categories of day programs, day center programs, and residential programs. A general section addresses such concerns as curriculum/program, parental permission, program awareness, transportation, budget control, records, and definition problems. A summary of recommendations lists 7 for the day program, 7 for the day center program, 11 for the residential program, and 14 general recommendations, including encouraging teachers to use out-of-classroom activities as part of regular programs, encouraging senior students to help with elementary and intermediate outdoor education programs, and preparing a television presentation on North York outdoor education programs, for public and staff information. Eleven appendices include budgets for program components, a comparison chart of metropolitan Toronto outdoor education residential centers, 9-part Board policy on outdoor education, excerpts from a transportation report, and plans for future developments. (MH)

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OUTDOOR EDUCATION COMMITTEE REPORT

MARCH 1983

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THE BOARD OF EDUCATION FOR THE CITY OF NORTH YORK

Office of the Director of Education

To the Chairman and Members
of the Standing Committee

Part I

Outdoor Education Committee Report

SECTION I: INTRODUCTION

As a result of a variety of concerns about North York's Outdoor Education program and the need for assessment of Outdoor Education as expressed in the Director's Initiatives, a staff committee was established to prepare a comprehensive report. This report will review the Outdoor Education program and the policies related to it, identify the concerns that need addressing and recommend actions that are in priority and cost effective.

The concerns which have been dealt with in this Report may be identified within the following areas:

- Board Policy
- Budget
- Program Priorities
- Accommodation
- Staff Development
- Transportation
- Equal Opportunity for Students
- Supervision

To help establish a clear understanding of Outdoor Education, background information is provided in Section II under the following headings:

- History of Outdoor Education
- Present Ministry Policy
- Present Board Policy
- Program Support Documents

The present Outdoor Education Program is developed in Section III and for convenience of presentation is divided into three categories - Day Programs, Day Centre Programs and Residential Programs.

These categories have been defined and the concerns specific to each category identified with resolutions offered. Concerns which are common to all of the above categories will be identified in Section IV under the heading 'General Outdoor Education'. The recommended resolutions to all of these problems have been developed recognizing the need for program continuity, quality control and ensured continuance of facilities.

SECTION II: BACKGROUND INFORMATION

History of Outdoor Education

From the earliest days, teachers have been taking children on 'nature rambles' and visits to buildings of particular interest. Outdoor Education as a program has its roots outside of the school in a North American camping movement that started in the late 20's as a way to improve the health of city children. Educators were quick to appreciate that camping was a valuable activity in the development of the physical, social, emotional, academic, and ethical needs of students. This program evolved over the years into the School Camping Movement and then the Outdoor Education Movement.

Prior to the mid 60's the majority of Outdoor Education programs in cities were limited to scheduled physical education programs, team sports, and visits to museums, industries, galleries, music concerts, and zoos. During the 60's several events had a dramatic impact on the direction of Outdoor Education, e.g. the Canadian Centennial, Sputnik, the Hippie movement and a re-evaluation of educational programs.

Management and quality control of the environment were also a major concern to society during the 60's. This led to the Environmental Education Movement, which in turn added another component to the indoor and outdoor education programs.

A change in the Ontario Education Act in 1965[1] (with a 1972 amendment) allowed School Boards to buy land outside their local jurisdiction and operate natural science and other "out-of-classroom" schools on that land.

In Metropolitan Toronto, Outdoor Education programs grew considerably after 1965 and peaked in the mid 70's. Starting in 1966, school field centres were opened within Metro and utilized by Metro Boards. Residential programs began at this time as well, and by the mid 70's the Boards were purchasing residential property and building facilities on them. North York was an active board in negotiating and developing rental facilities from the Provincial Government, the Conservation Authority, other non-profit organizations, and private camps.

Examples of Metropolitan Toronto day and residential field centres are given in the following table.

1. Government of Ontario; Education Act; September 1982; pp. 172-174

School Boards	Day Use Field Centres	Residential Centres	
		Purchased	Built Facilities
North York	Forest Valley	Mono Cliffs	
East York	Taylor Creek Park	Sheldon Valley	X
Etobicoke	Claireville Dam	Noisy River	2 portables
Scarborough	Hillside Park	North of Huntsville	X
Toronto	High Park	Boyne River	X
	Urban Studies Centre	Toronto Island	X
York	Etienne Brûlé Park	Horning's Mills	X

(See Appendix A for additional information and the response to Trustee Crowley's motion of January 19, 1983.)

In addition, leased residential centres are used by all the Boards.

Present Ministry Policy

The Ministry document Education in the Primary and Junior Divisions states that:

"out-of-classroom education should proceed throughout the year as a natural extension of classroom activity. It encompasses both the world of nature and the urban world of the city. Banks, stores, and bakeries should be as much a part of the learning environment as the nearby stream bed".[1]

For secondary schools, Circular H.S.I. encourages schools to provide "tours and visits to gain and share learning experiences".[2]

Ontario Ministry of Education guidelines encourage or require "Outdoor Education/Out-of-Classroom" activities in almost all subject areas.

Section 173 of the Ontario Education Act contains the regulations which govern "Out-of-Classroom Programs". These regulations pertain to the acquisition of school sites by a Board for Out-of-Classroom programs, and declare that payment of board and lodging may be made for students participating in "natural science, conservation or other out-of-classroom programs".

Present Board Policy

The North York Board of Education has adopted a broad definition of Outdoor Education, stating that it begins the moment students leave the classroom. It requires that: "experiences in outdoor education should be available to every child at every grade level", that "Outdoor Education centres (are) an integral and vital part of the Outdoor Education program," and that "every child should have the opportunity to participate in residential or overnight educational programs."[3]

1. Ontario Ministry of Education; Education in the Primary and Junior Divisions; 1975; p. 102.
2. Ontario Ministry of Education; Secondary School Diploma Requirements. Circular H.S.I.; 1979-81; p.4.
3. See Appendix B.

The North York Board agrees with the Ontario Ministry of Education that curriculum guidelines and materials for the primary, junior and intermediate divisions should reflect "out-of-classroom" experiences in all subject areas. At this time Outdoor Education for the senior division is not mentioned. (see Appendix B for policy details)

Program Support Documents

The North York Board has published support documents for Outdoor Education programs.

The most significant booklet entitled Procedures and Guidelines for Out-of-Classroom Programs; 1980 states the educational goals, outlines operational procedures, stipulates supervisory responsibility, sets forth safety standards, and describes transportation guidelines for Outdoor Education programs.

Another resource publication, A Guide to Residential Facilities for Outdoor Education; 1980, identifies facilities and procedures for arranging visits.

A curriculum guideline for teachers, Outdoor Education; 1973 (revised 1978), states the purpose and philosophy of the program, objectives within the curriculum, outdoor activities, code of conduct, and lists a bibliography and sources of assistance.

SECTION III: OUTDOOR EDUCATION PROGRAM

Outdoor Education as a program is usually viewed by staff as relating to field centres or residential experiences. This is usually when the Co-ordinator of Outdoor Education is consulted. When classes go to the McMichael Gallery or the Royal Ontario Museum, for example, teachers do not always associate these activities with Outdoor Education.

The budget for Outdoor Education illustrates the same diversity in the program. Activities which can be defined as part of Outdoor Education may be paid for by the out-of-classroom activities budget, the Outdoor Education Unit budget, the transportation budget, or others.

The Committee spent a great deal of time clarifying what is encompassed by the Outdoor Education program. In order to provide a method for dealing with this diverse program, the Committee has packaged it into categories that it feels are manageable. The three categories chosen are: Day Programs, Day Centre Programs, and Residential Programs.

Day Programs are minimal cost Outdoor Education programs which can occur in an urban and/or natural setting and start and end in one school day or extended school day. An urban setting could be a shopping mall or museum, whereas a natural setting could be a city park. They can be within walking distance of the school or require transportation, but they do not include visits to field centres.

Day Centre Programs also start and end in one school day or extended school day, but they occur in designated natural or urban centres. These programs are fully funded by the Board.

Residential Programs involve an overnight stay of one or more nights. These can occur in a natural or urban setting. A natural setting would be parkland with residential facilities or camping. An urban setting would be an overnight trip to another city, e.g. Ottawa or Washington, D.C. The funding for these programs is generally split between the Board and students.

There are two principles which underline the development of Outdoor Education classes in North York.

The first relates to the expanding environment of the child. When a child is young, (s)he likely explores only a short distance from the school, using the schoolyard, the local park and the school community. As the student gets older studies will naturally take the student farther from the school, to farms, forts, factories, and natural areas. As children mature they will tend to go farther and stay away longer.

The second principle relates to the development of independence in both the child and the teacher. For example, at first the children need food and shelter provided for them, and the teacher needs program assistance. Later, the teacher can plan and conduct the program on his/her own and the children can prepare their own meals and, eventually, provide their own shelter and transportation. These principles can be applied to all three of the Outdoor Education categories used in this report.

A further detailed description of the program categories, existing problems and proposed solutions follows.

Day Programs

Day Programs are composed of activities that are a) within walking distance of the school and b) beyond walking distance requiring transportation. The programs beyond walking distance are further divided into i) local Day Programs which use Board owned buses or the TTC for transportation and ii) extended Day Programs which require chartered buses and occur beyond what is considered the local community.

a) Day Programs Within Walking Distance -

These programs encompass studies in various subject disciplines such as: Visual Arts in an outdoor setting, studies of plant communities in Biological Sciences, measurement and graphing of traffic flow in Mathematics, merchandising in the local shopping centre in Social Sciences, and concerts at other schools in Music.

b) Day Programs Beyond Walking Distance Requiring Transportation-

i) Local Day Programs. Examples of these programs are: Physical Education - downhill skiing; English - Young Peoples Theatre; Science - McLaughlin Planetarium; and Social Studies - Black Creek Pioneer Village.

ii) Extended Day Programs. Examples of Outdoor Education programs in this category would be: English - Stratford Theatre; Geology - Bancroft Mineral Area; History - Huronia Historical Sites; and Geography/Science - Hamilton Steel Mills.

Day Programs Within Walking Distance do not require any additional funds to operate them, but those Beyond Walking Distance do. The latter are generally supported by the North York Board and sometimes subsidized by the students. The Board's financial support for these programs is directed through three budgets: transportation, school (Out-of-Classroom activities), and the Outdoor Education Unit. An example of the funding required for a Local Day Program would be downhill skiing where additional costs would include transportation, equipment rental, instruction, and lift tickets. An example of an Extended Day Program would be the Stratford Theatre where additional costs would include transportation and admission fees.

The principal is responsible for the educational validity of the Day Programs. The Co-ordinator of Outdoor Education advises on the appropriateness of destinations for identified program needs.

Outdoor Education Day Programs can be readily provided at little or no cost to the Board by utilizing the facilities in the natural and urban setting that are within walking distance of the school. Fifty of the 143 present North York schools are within walking distance of major natural park areas. Thirty-eight schools are within walking distance of shopping malls or plazas.

The committee considered all aspects of Outdoor Education and regarded Day Programs within walking distance of the school to be of the highest priority because of the cost-benefit ratio of these programs. Day Programs requiring transportation are also considered low cost because transportation is provided mostly by Board buses. It also recognized that the major problems in this section are in terms of staff and program development. It is therefore recommended that:

1. Each school staff under the direction of the Co-ordinator of Outdoor Education, and with help from other Co-ordinators, do an extensive local inventory of the urban and natural setting facilities available to them within walking distance of the school.

In an effort to ensure that the school staff and system understand and utilize the local resources that are within walking distance of schools, it is recommended that:

2. The Curriculum and Staff Development Department develop as a priority a media presentation for staff that shows how to use the opportunities which abound for educational studies in the local community.

To assist in the development and implementation of urban and natural setting activities in Day Programs, it is recommended that:

3. The Superintendents of Schools designate appropriate support staff to provide leadership in the urban and natural environmental programs.

4. Opportunity be provided for professional development of program leaders to obtain expertise in Outdoor Education in the urban and natural settings that are within walking distance of the school.

5. A resource leader be seconded for a period of up to two years to develop with teachers and students appropriate urban environment programs.

6. That classroom teachers with expertise in Day Programs be provided with the opportunity to lead urban and natural setting workshops focussing on the areas of Environmental Studies, the Arts, and Communications.

7. That an annual budget of $773,000 (1983 dollars) be maintained to support Day Programs.[1]

Day Centre Programs

North York leases four natural setting field centres: Forest Valley, Don Valley, Shadow Lake,and Cedar Glen. Forest Valley is the only day centre in North York currently in operation for the full school year. These day centres provide students from all schools with the opportunity of studying, in a natural environment, topics that are an integral part of most subject disciplines.

Forest Valley functions under the leadership of the Curriculum and Staff Development staff and provides students with activities such as: sensory awareness, map skills, identification of flora and fauna, survival skills, and conservation and stream studies. Each school is scheduled equal time at Forest Valley. Ninety percent of the schools utilize their allotted times; the remaining 10% prefer to use their local natural settings. After the scheduled allocations have been fulfilled, North York schools can request additional time at Forest Valley. Requests for use of Forest Valley continually exceed its available resources by approximately 30%.

In addition to Forest Valley, North York students are provided with the opportunity of taking part in other day centre programs at: Shadow Lake for canoeing, the Don Valley Golf Course for cross-country skiing, Cedar Glen for cross-country skiing and for maple syrup programs. North York provides canoes and property rental at Shadow Lake; ski equipment, instructional staff, and building rental at Don Valley; and transportation, equipment and instructional staff at Cedar Glen. The only additional fee for students at these centres is at Cedar Glen where students pay a meal fee.

While not a natural setting day centre, another facility available is the Hobberlin collection, which is presently housed at Glen Avon. It provides Science and Geography students with 'hands-on' experience of rocks, minerals, fossils, energy, and space.

1. This figure includes $515,000 Board buses (transportation). See Appendix C-1 and and C-2 for detailed information.

Outdoor Education Day Centre programs are staffed by a site manager, a program developer, two teachers, one instructor, six teacher aides, one secretary and two caretakers at a total annual cost of $547,000.[1] The approximate number of North York students who participate in this program annually is 34,000. This represents a per pupil per day cost, excluding transportion, of $13.55.

Quality control of these programs is generally maintained by requesting that teachers prepare a plan which relates to their in-school program, offering pre-visit planning sessions at the centre, providing support personnel during the visit, and supplying advice for follow-up activities. The responsibility for these programs lies with the principal. The North York Outdoor Education Unit staff are available for advice and assistance. A unique feature of these centres is that individualized programming is available for each class. Program materials appropriate for use in natural settings have been published in support of North York curriculum documents.

Although Forest Valley is used as a natural field centre, it is available at no additional cost for such other Board functions as: professional development of staff, retirement receptions, and visual arts and music programs which are held in the auditorium.

Analysis of North York Day Centres by the committee indicates that there are problems that need resolving in the areas of school and student equal access and the continuation of facility(ies) and programs.

The North York teachers who are enthusiastic about Day Centre Programs are sufficient to oversubscribe North York's four centres - Forest Valley, Don Valley, Cedar Glen and Shadow Lake. These teachers can take the option, which is available to all, of using other day centre locations which are available through commercial organizations, such as North York Parks and Recreation, Seneca College, and Metropolitan Toronto and Region Conservation Authority (M.T.R.C.A.). However, the limited funds available from the Out-of-Classroom Activities budget ($0.75 in 1983 per student per year) and the Outdoor Education Unit budget are not enough to cover the costs of these additional locations. The relatively low budgets available could lead to student subsidization which could result in those students who cannot finance it not having those additional experiences.

The present availability of day centres is barely adequate to meet the expectations stated in North York Board Policy. The present Day Centre Programs are in jeopardy because of the uncertainty of the future availability of Forest Valley and the potential use of Parks and Conservation lands. To ensure the continuance of Day Centre Programs, there appears to be at least five options open to the Board: 1) continue to try to negotiate the use of Parks and M.T.R.C.A. public owned valley lands; 2) develop school sites adjacent to parkland; 3) buy Forest Valley; 4) continue to lease Forest Valley, and 5) any combination of the above.

Past attempts by staff to negotiate the use of public owned lands for Day Centre Programs have resulted in program interference and increased costs of

1. This figure includes $86,000 Board buses (transportation). See Appendix C-1.

program operations, and in other cases an out-and-out rejection of the concept by Metropolitan Parks and the M.T.R.C.A.

In 1979, under the direction of the Board, staff examined North York Board of Education sites in an effort to ensure the continued availability of day centre facilities and programs for North York students. This study resulted in the establishment of two plans: plan A and B.

Plan A identified four elementary school sites next to parkland and established one of them as a headquarters with three satellites. One of the satellites is particularly suitable to primary students only.

Plan B involved the concept of building a facility through a negotiated process with Metropolitan Parks and the M.T.R.C.A. on a valley site in North York with two satellite centres. One of these sites is also particularly suitable to primary students (see Appendix H).

Staff analysis of the study further revealed that, compared to Forest Valley, these two plans would tend to increase Day Centre Program costs and safety hazards and decrease the variety of natural environment and field study time. No further increase in the number of students who could participate in the programs would be realized by either of the two plans.

A further pressure for the provision of day centre facilities is created by the need to deal with the Forest Valley lease, which is coming due in 1984, and/or its possible sale to other interested parties.

The Day Centre Program is considered to be important by this Committee and should be maintained at the present level of service. Residing in Metropolitan Toronto provides students with an excellent variety of urban experiences, but experiences in good, natural settings are not as readily available.

Therefore, Day Centre Programs in natural settings should be financed, maintained, and if possible, further developed. The present level of service to be maintained has the potential of 45,000 student visits annually. The financial details of the present Day Centre Programs are contained in Appendix C and D.

It is considered essential that staff continue to find ways and means of providing Day Centre Programs in a varied and qualified way that will tend to keep program costs down while, at the same time, increasing the number of students who participate. Equal access for Day Centre Programs for North York students can be realized only by resolving the concerns outlined above. It is therefore recommended that:

8. a) The North York Board reaffirms "the value of Outdoor Education (Day) Centres as an integral and vital part of the Outdoor Education Program."[1]

   b) The North York Board recognizes that Day centre Prgrams are necessary for the preparation of staff and students for programs at other outdoor locations.

[1]. See Appendix B.

9. Appropriate facilities and sites to maintain present quality and level of programs be assured.

10. The North York Board acquires long-term use of Forest Valley.

11. The Director be authorized and instructed to negotiate and resolve in the most cost effective way the maintaining of North York Day Centre Programs in natural settings as outlined in present North York Board documents.

12. Opportunity be provided for professional development of staff to obtain expertise in Outdoor Education Day Centre Programs.

13. An annual budget of $547,000 (1983 dollars) be maintained to support Day Center Programs.[1]

Residential Programs

These programs occur in a natural or urban setting. Overnight programs in an urban setting could include a visit to the Parliament Buildings in Ottawa or a tour of Montreal. Urban Residential Programs can take place in Canada, the U.S.A. or even overseas with a History class visit to Greece.

Residential Programs in a natural setting occur on land owned or rented by the Board. Since 1977 the North York Board has owned the present parcel of land at Mono Cliffs which adjoins a large provincial park. The Board also has access to the Boyd and Lake St. George Conservation Field Centres, which are owned by the Metropolitan Toronto and Region Conservation Authority (M.T.R.C.A.). Nine Boards are party to an agreement with the M.T.R.C.A. for these centres. This agreement is currently under review.

Residential accommodation is also available on a per diem rental basis at the following sites and can be put into two separate groupings: 1) non-profit (institutions and government) and 2) private.

1) Non-Profit

a) Institutions: Cedar Glen, Bolton
Doe Lake Camp, Huntsville
Ontario Pioneer Camp, Port Sydney
Wyevale Outdoor Centre, Midland
Camp Ma-Kee-Wa, Schomberg

b) Government: Albion Hills Conservation Field Centre, Bolton
Claremont Conservation Field Centre, east of Markham
Ganaraska Forest Centre, Port Hope
Leslie M. Frost Natural Resources Centre, south of Dorset

1. See Appendix D and G.

2) Private: Mansfield Forest Club, east of Shelbourne
Camp Hollyburn, Bracebridge
Camp Kandalore, south of Dorset
Richildaca Camp and Outdoor Education Centre, Aurora
Tawingo Outdoor Centre, Huntsville

Generally, North York can negotiate programs with the institutional and privately owned centres. The government centres exercise program restrictions in such areas as program content, scheduling of time, age of student, and use of facilities.

Residential Programs can be organized entirely by the teacher, tour guides, or a combination of the two. The principal is responsible for the educational validity of these Outdoor programs, and any overnight program must be authorized by the Assistant Superintendent of Schools.

The number of students participating in overnight programs is influenced by current Board policy, by the financial resources provided by the Board and the community, and by the encouragement given by in-school and central staff.

From 1977 to 1981 the percentage of all students enrolled in North York participating in urban and natural setting residential programs ranged from 15.5% to 19%, at an approximate total cost of $1,623,000 of which approximately $625,400 was paid by the Board.[1] About 10,000 students take part in natural setting overnight programs, for which the Board's share of the cost is 41%. About 4,500 students take part annually in urban setting overnight programs. The Board pays approximately 2.5% of the total cost for the urban programs.[2]

The average variable cost (not including administrative, transportation and teaching staff costs) in a natural setting per night for the Board and student for the above centres is $19.76. Comparable accommodation in an urban setting would be $41.85.[3]

In this section of the Outdoor Education program there are problems related to: Board policy, lack of adequate accommodation to meet requests, professional development, supervision, and programming.

On April 8, 1981, the Standing Committee of the Board received a communication from the M.T.R.C.A. regarding its Watershed Plan. The M.T.R.C.A. requested the Board to determine if it would be interested in entering into an agreement with the M.T.R.C.A. to build on their properties residential facilities to accommodate North York students participating in Outdoor residential programs. The Board replied that they did not wish to participate at that time. (see Appendix I for the M.T.R.C.A.'s request and the Board's letter of reply.)

The Committee, having appraised the situation concerning Residential Programs, has resolved that the key question which must be asked prior to the consideration of other issues is "What will be the policy for Outdoor Education Residental Programs for North York Students?"

1. This figure includes $125,000 Board buses (transportation). See Appendix C-1.
2. See Appendix C-4.
3. Ibid.

If the policy is to remain as it is presently stated, then it becomes very difficult, if not impossible, to identify the number of natural residential sites that are necessary for the policy to be satisfied. In effect, the policy states that every child should have the opportunity to participate in residential or overnight educational programs. It does not specify whether these are to be urban or natural experiences or what proportion of the two.

If only natural experiences are indicated, this could, of course, be satisfied quite easily by involving every student in one overnight program during his/her K-13 experience. If this is, in fact, the intent of the Board, then current accommodation through the M.T.R.C.A agreement, in addition to the per diem rental of other sites, is quite satisfactory. Consequently, it would be appropriate for the Board to reject the M.T.R.C.A. request to build on site, and also to dispose of the Mono Cliffs property which would not be needed for further accommodation.

If, however, it is the intention of the Board to interpret the existing policy more closely in line with the previously stated 1970 Board policy or the policy of the Metropolitan Toronto School Board, both of which recommend one residential experience for each student at each of the three panels; and if, in fact, the Board wishes to be consistent with its statement in the Middle School Report and the Board's guideline Programming in the Primary and Junior Divisions, both of which include statements supporting at least one residential program opportunity for each child in each of these panels; then the current practice of Outdoor Education and the current facilities available for it would not meet the expectations of the Board. Thus, steps would have to be taken to increase the availability of accommodation for our students.

The policy of the Board is unclear in yet another area, in that it does not specify a recommended length for residential programs. This poses a problem for the implementers of policy because when one can interpret a residential program as being anywhere from one night to seven nights, it becomes unclear when policy has been met. Consequently, the planning for accommodation based on this type of rather vague directional statement is very difficult. For that reason current policy needs to be revised so that it can be clearly interpreted.

Although residential urban setting experiences are considered to be valuable for North York students, the cost for these program experiences are considerably higher than those for natural setting experiences. It is the Committee's feeling, therefore, that urban Residential Programs should not be funded by the Board at this time at the Elementary and Intermediate levels, and only minimally subsidized at the Secondary School level.

The continuity of Outdoor Education programs in natural settings should be continued into residential experiences so that every North York student can have the opportunity of experiencing at least two levels of Residential Programs as long as the program can be operated within a reasonable budget. The changing nature of the North York student population as a result of such shifts as those towards single parent families and multi-unit dwellings could reduce the opportunity for many students to receive experiences in natural settings. It seems appropriate for North York to maintain residential programs in natural settings. It is therefore recommended that:

14. The North York Board recognizes the value of Outdoor Education experiences in residential settings for all students.

15. The North York Board continues to develop and maintain its Residential Program.

16. Teachers be provided with the opportunity for professional development in Residential Programs.

Twenty-four hour a day supervision as well as appropriate supervision for male and female sleeping accommodation puts an additional strain on local school staff resources. To help alleviate this situation, it is recommended that:

17. The North York Board uses Residential Centres where on site staff supervision is provided on a twenty-four hour basis.

18. By September 1985 adequate facilities be available and the program be in place that ensures that every Elementary student, while in the Elementary panel, be given the opportunity to participate in at least one two-night residential experience in a natural setting at 100% Board cost.[1]

19. a) By September 1985 adequate facilities be available and the program be in place that ensures that every Middle School or Junior High School student, while in that panel, be given the opportunity to participate in at least one four-night residential experience in a natural setting at 100% Board cost.[2]

    b) Visits to urban locations for Middle School/Junior High students on an overnight basis be encouraged but not supported financially by the Board.

20. For Secondary School students the North York Board provides funding of up to 35% of residential natural setting experiences and up to 2% of residential urban setting experiences, with a maximum annual budget of $50,000 (1983 dollars).[3]

For the present year, all Conservation Field Centres are booked to capacity except for week-ends. Similarly, the Leslie Frost Centre is booked to capacity including week-ends, and Cedar Glen is booked to capacity. Moreover, as many as 35 classes who had filed requests for accommodation at Conservation Field Centres were not able to get bookings for the 1981-82 school year despite the fact that their requests had been filed by October 1981. The only space remaining available to these classes was at privately-owned children's camps. Given the facilities presently available to North York students, the situation described above is bound to continue under present Board policy.

What, then, must be done in order to provide adequate Outdoor Education residential accommodation in natural settings for North York students? Four options exist which could be implemented singly or in combination. It should be kept in mind, however, that each of these options has implications that should be considered before any decision is made.

1. See Appendix F for detailed information.
2. Ibid.
3. See Appendix C-4.

The first option would be for the Board to develop an Outdoor Education residential school on its property at Mono Cliffs. A number of the more important implications of this option are listed below:

- The Board has already made the initial capital outlay for the land.
- The site allows the use of 2,000 acres (810 hectares) of adjacent public land at no additional cost.
- The site provides a study area on the Niagara Escarpment.
- Having a facility on the site would stimulate those schools not having an Outdoor Education program to develop one.
- The Board would have the freedom to develop the property and the program offered to meet the needs of the North York School system.
- Program continuity would be ensured.
- Additional Metro formula funds would be generated.
- Idle capital in the form of property would be converted.
- Additional operating costs would be involved.
- Potential landlord revenue could be generated.
- A potential reduction in costs would be possible for conferences, retreats, and professional development centres.
- Facilities would be available for Continuing Education, Co-operative Education and Summer School.

The second option is for the Board to respond positively to the M.T.R.C.A. request and to enter into an agreement to build facilities on their properties. A list of the implications for this option follows:

- The North York Board would have the use of up to 1,300 acres (530 hectares) of land without having to buy it.
- The Board would provide the capital to build the facilities. (Etobicoke is presently negotiating for an additional dormitory building at Albion Hills Conservation Area. This could have a detrimental effect on the quality of programming offered at Albion Hills to North York.)
- North York would have to share facilities with other Boards and with the general public.
- North York would not control the program offered or the use of properties.
- The Board would be locked into the agreement for 21 years, despite the fact that student enrolments may not justify a program of that scale in the future.
- This could involve conversion of existing capital.

The Board declined to exercise this option in 1982.[1]

The third option would be for the Board to expand its per diem rentals and/or leasing accommodation. Again, a list of implications is provided below:

- Rental sites allow flexibility in location and in the size of the groups accommodated.
- The Board would have the option of reducing programs, if necessary, in response to declining enrolment.
- The Board would have the ability to arrange for facilities at peak load times as convenient or necessary.
- The Board would be vulnerable to price fluctuations.

1. See Appendix I

- The quality of rental facilities, services, and staff is inconsistent and may vary from year to year.
- Although this option has been open for many years, it has not stimulated the development of Outdoor Residential programs in some schools (i.e. 67 elementary and junior high schools in 1980-81 had programs which did not offer "every child the opportunity to participate in residential or overnight educational programs."[1])
- Leasing would generate additional revenue by formula.

The fourth option is the acquisition of a second residential site with different program components. The implications for this option would be:

- This could involve conversion of existing capital.
- The North York Board would have complete control over the program.
- Rental accommodation fees would be reduced.
- Having a facility on the site would stimulate those schools who do not have an Outdoor Education program to develop one.
- The Board would have the freedom to develop the property and the program offered to meet the needs of the North York School system.
- Program continuity would be insured.
- Additional Metro formula funds would be generated.
- Idle capital in the form of property would be converted.
- Additional operating costs could be involved.
- Potential landlord revenue could be generated.
- A potential reduction in costs would be possible for conferences, retreats, and professional development centres.
- Facilities would be available for Continuing Education, Co-operative Education and Summer School.

This is a critical time in the evolution of North York's Outdoor Education Residential Program. The decisions that are made now and the actions that are taken (or are not taken) by this Board will determine the basic nature of these programs offered over the next twenty years or more. Thus, it is crucial at this time to reaffirm our long-term direction. It is therefore recommended that:

21. The North York Board builds a residential school on the Board owned property at Mono Cliffs.[2]

22. The Director be authorized and instructed to investigate all possible ways and means of insuring the continuance of North York's Outdoor Residential Education program as outlined in this report, and do so in the most cost effective way.

23. The provision for residential outdoor programs to the level of service outlined in this report would not exceed on an annual basis $981,000 (1983 dollars).[3]

1. See Appendix B.
2. See Appendix E.
3. This figure includes $115,000 Board buses (transportation). See Appendix G.

SECTION IV: GENERAL

There are a number of areas of concern common to all Outdoor Education programs that are addressed in this section of the report: curriculum/program, parental permission, transportation, budget control, records, program awareness and definition problems.

A. Curriculum/Program

There is a need for greater recognition of the Board Policy that Outdoor Education programs be an integral part of the education of all North York students. To help ensure that this will take place, it is recommended that:

24. All teachers be encouraged to use out-of-classroom activities as part of their regular programs.

25. All North York Board curriculum documents be vetted against North York Board policy by the Outdoor Education Unit prior to their adoption and use.

26. That an appendix be added to the operative statements in the document Programming for the Primary and Junior Divisions which includes an Outdoor Education component.

27. Senior division courses of study, where appropriate, include Outdoor Education units for study.

28. Senior school programs be designed in such a way as to facilitate the opportunity for students to participate in Outdoor Education programs.

29. Senior students be encouraged when possible to help with Outdoor Education programs at the Elementary and Intermediate level.

B. Parental Permission

It is generally believed by staff and parents in North York that a clear line of communication should be maintained regarding programming and the expectations that we hold for the students. Staff continue to take supervision of students seriously, whether it be on or off school property. Principals and parents have the right to know where students are at all times. It is therefore recommended that:

30. The principal inform parents annually of the school's Outdoor Education program and the procedures followed by the school for the safety and supervision of students participating in the program off school property.

31. Parents be notified of the whereabouts of their children at all times while involved in school programs which are off school property.

32. Principals obtain parental permission for all trips that require the transportation of students by any vehicle.

C. Transportation

"Under the present conditions, Board buses are assigned to schools on a request basis, generally with a school quota. Assignments beyond a school quota are made on a fill-in basis. Chartered buses are provided when time or distance prevent the use of a Board-owned bus; including trips to resident outdoor field centres which are (scheduled) by the Co-ordinator of Outdoor Education."[1]

The Outdoor Education Committee is taking the same stand on transportation as in the Transportation Report of May 9, 1982, that is:

a) that the order of importance of Outdoor Education programs be as listed in the Transportation Report;

b) that TTC be considered as the first possible method of transportation;

c) that chartered buses be used if times or distances prevent the use of Board buses;

d) that the Board further investigate the possibility of providing a travel service to co-ordinate contract requests for transportation.

When these policies are fully operative, transportation for Outdoor Education Programs will be adequate. However, at the present time, it is often awkward to schedule transportation for excursions. In order to facilitate the operation of the policy on the use of TTC, it is recommended that:

33. The Supervisor of Transportation Services determine the most cost effective method of transportation for Day and Day Centre Programs and, wherever appropriate, issue TTC tickets.

D. Budget Control

The Outdoor Education budget is divided into many accounts and controlled by a number of budget holders: principals of schools, the Co-ordinator of Outdoor Education, the Site Manager, the Supervisor of Transportation, the Superintendent of Schools, the Assistant Controller of Plant, and other subject Co-ordinators, i.e. Visual Arts, Music and Physical Education. The answer to a question as to how much was spent on Outdoor Education in North York over a given period presently requires an extensive amount of analysis.

The Co-ordinator of Outdoor Education should be held accountable for information on the various costs of Outdoor Education programs. It is therefore recommended that:

34. All Outdoor Education budgets be identified with a specific budget code by panel and program.

1. See Appendix J - Excerpt from the Transportation Report.

E. Records

The principal completes annually a variety of reports, such as the Annual Report and the Ontario School Records. In order to record that the policy developed in this Outdoor Education report has been fulfilled, it is recommended that:

35. The existing School Record of Out-of-Classroom Events be completed on an ongoing basis and forwarded annually to the Assistant Superintendents of Schools.

See Appendix K for a sample report.

F. Program Awareness

To help ensure that Trustees, staff, parents and students can become aware of the Outdoor Education programs offered in North York, it is recommended that:

36. A television media presentation on North York Outdoor Education programs be prepared for public and staff information.

37. A status report on the Outdoor Education program in North York be presented near the beginning of each new Board term.

SECTION V: CONCLUSION

If the following conditions are met:

- the recommendations in this report are approved,
- no change is made to present Metro formulae,
- long-term use of Forest Valley is acquired,
- a residential school is built at Mono Cliffs.

then:

- the level and quality of service for all Outdoor Education programs will increase.

- all students will be provided with the opportunity to acquire skills and learning experiences in natural settings.

Respectfully submitted,

R.C. BROCK
Superintendent of Curriculum and
Staff Development Services

J.M. PRIDEAUX
Assistant Director of Education

K. KINZINGER
Director of Education

SECTION VI: SUMMARY OF RECOMMENDATIONS

It is therefore recommended that:

Day Programs

1. Each school staff under the direction of the Co-ordinator of Outdoor Education, and with help from other Co-ordinators do an extensive local inventory of the urban and natural setting facilities available to them within walking distance of the school.

2. The Curriculum and Staff Development Department develop as a priority a media presentation for staff that shows how to use the opportunities which abound for educational studies in the local community.

3. The Superintendent of Schools designate appropriate support staff to provide leadership in the urban and natural environmental programs.

4. Opportunity be provided for professional development of program leaders to obtain expertise in Outdoor Education in the urban and natural settings that are within walking distance of the school.

5. A resource leader be seconded for a period of up to two years to develop with teachers and students appropriate urban environment programs.

6. That classroom teachers with expertise in Day Programs be provided with the opportunity to lead urban and natural setting workshops focussing on the areas of Environmental Studies, the Arts, and Communications.

7. That an annual budget of $773,000 (1983 dollars) be maintained to support Day Programs.[1]

Day Centre Programs

8. a) The North York Board reaffirms "the value of Outdoor Education (Day) Centres as an integral and vital part of the Outdoor Education Program."[2]

   b) The North York Board recognizes that Day Centre Programs are necessary for the preparation of staff and students for programs at other outdoor locations.

9. Appropriate facilities and sites to maintain present quality and level of programs be assured.

10. The North York Board acquires long-term use of Forest Valley.

1. This figure includes $515,000 Board buses (transportation). See Appendix C-1 and C-2 for detailed information.
2. See Appendix B.

11. The Director be authorized and instructed to negotiate and resolve in the most cost effective way the maintaining of North York Day Centre Programs in natural settings as outlined in present North York Board documents.

12. Opportunity be provided for professional development of staff to obtain expertise in Outdoor Education Day Centre Programs.

13. An annual budget of $547,000 (1983 dollars) be maintained to support Day Centre Programs.[1]

Residential Programs

14. The North York Board recognizes the value of Outdoor Education experiences for all students in residential settings.

15. The North York Board continues to develop and maintain its Residential Program.

16. Teachers be provided with the opportunity for professional development in Residential Programs.

17. The North York Board uses Residential Centres where on site staff supervision is provided on a twenty-four hour basis.

18. By September 1985 adequate facilities be available and the program be in place that ensures that every Elementary student, while in the Elementary panel, be given the opportunity to participate in at least one two-night residential experience in a natural setting at 100% Board cost.[2]

19. a) By September 1985 adequate facilities be available and the program be in place that ensures that every Middle School or Junior High School student, while in that panel, be given the opportunity to participate in at least one four-night residential experience in a natural setting at 100% Board cost.[3]

    b) Visits to urban locations for Middle School/Junior High students on an overnight basis be encouraged but not supported financially by the Board.

20. For Secondary School students the North York Board provides funding of up to 35% of residential natural setting experiences and up to 2% of residential urban setting experiences, with a maximum annual budget of $50,000 (1983 dollars).[4]

21. The North York Board builds a residential school on the Board owned property at Mono Cliffs.[5]

1. See Appendix D and G.
2. See Appendix C-2 and F for detailed information.
3. Ibid.
4. Ibid.
5. See Appendix E.

22. The Director be authorized and instructed to investigate all possible ways and means of insuring the continuance of North York's Outdoor Residential Education program as outlined in this report, and do so in the most cost effective way.

23. The provision for residential outdoor programs to the level of service outlined in this report would not exceed on an annual basis $981,000 (1983 dollars).[1]

General

24. All teachers be encouraged to use out-of-classroom activities as part of their regular programs.

25. All North York Board curriculum documents be vetted against North York Board policy by the Outdoor Education Unit prior to their adoption and use.

26. That an appendix be added to the operative statements in the document Programming for the Primary and Junior Divisions which includes an Outdoor Education component.

27. Senior division courses of study, where appropriate, include Outdoor Education units for study.

28. Senior school programs be designed in such a way as to facilitate the opportunity for students to participate in Outdoor Education programs.

29. Senior students be encouraged when possible to help with Outdoor Education programs at the Elementary and Intermediate levels.

30. The principal inform parents of the school's Outdoor Education program and the procedures followed by the school for the safety and supervision of students participating in the program off school property.

31. Parents be notified of the whereabouts of their children at all times while involved in school programs which are off school property.

32. Principals obtain parental permission for all trips that require the transportation of students by any vehicle.

33. The Supervisor of Transportation determine the most cost effective method of transportation for Day and Day Centre Programs and, wherever appropriate, issue TTC tickets.

34. All Outdoor Education budgets be identified with a specific budget code by panel and program.

1. This figure includes $115,000 Board buses (transportation). See Appendix G.

35. The existing School Record of Out-of-Classroom Events be completed on an ongoing basis and forwarded annually to the Assistant Superintendents of Schools.

36. A television media presentation on North York Outdoor Education programs be prepared for public and staff information.

37. A status report on the Outdoor Education program in North York be presented near the beginning of each new Board term.

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APPENDIX A

Comparison Chart of Metropolitan Toronto

Outdoor Education Residential Centres

Appendix A

OUTDOOR EDUCATION FACILITIES

RESIDENTIAL PROGRAMS

BOARD	PROPERTY	OWNED OR LEASED	ACRES	BUILDINGS	VALUE Original	VALUE Current	HOW FINANCED
EAST YORK	Sheldon Valley (Alliston)	Owned	200	Residence Farm Museum Lab Other outdoor buildings	$340,000 1982		Sale of two paintings by A.Y.Jackson ($300. in 1929 Sale of prints of painting by A.J.Casson.
ETOBICOKE	Noisy River Hockley Valley	Owned Leased	100	2 Portables Residences & Dining Hall	$111,000 land $90,000 site development no value for portables		sold vacant school site $160,000 balance current funds
NORTH YORK	Mono Cliffs	Owned	86		$143,900 (1973-76)		capital funds (sale of Almore Annex)
SCARBOROUGH	Scarborough Outdoor Education Centre (North of Huntsville)	Owned	400	3 Residence buildings 3 Cabins Barn (70 student beds)	$221,500 1977 $200,000 1979/82 renovation		sale of surplus sites permanent improvement
TORONTO	Toronto Island Science School	Owned	1	School with residence & dining. (70 student beds)	$335,000 + $140,000 1960 renov.		debenture through City of Toronto
	Boyne River Natural Science School	Owned	318	School & residence, etc. (144 student beds)	$35,000 land 1966/72 $1,103,000 bldg. 1972		debentures & public funds
YORK	Pine River (Hornings Mills)	Owned 1979	200	Residence (40 beds) Cottage (15 beds) Log cabin	$250,000 1979 $100,000 1980 renov.		local levy permanent improvement budget
METRO SEPARATE							

*This information is not available without a budget expenditure to acquire these appraisals.

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OUTDOOR EDUCATION FACILITIES

RESIDENTIAL PROGRAMS - Board Owned Facilities

BOARD	PROFESSIONAL STAFF	PARA PROFESSIONAL STAFF	OTHER STAFF	GRADE LEVELS SERVED	NUMBER OF ANNUAL STUDENT VISITS	LENGTH OF VISIT
EAST YORK	(1 Consultant) 1 Supervisor 2 Teachers	2	1 Cook 1 Woods-man (part-time Maintenance - etc.)	6-13	1,500	5 day
ETOBICOKE	Noisy River 4 month Hockley Valley 6 month 2 Teachers	2	1 Cook 2 Main-tenance	7	2,100	2 1/2 - 5 days
NORTH YORK	(Coordinator) 1 Program Developer at Cedar Glen	2	—	—	—	—
SCARBOROUGH	(Coordinator) 1 Assistant Coordinator 6 Teachers	2	2 Cooks 2 Main-tenance 1 Matron/ Cleaner	6-13	5,000	4-5 days
TORONTO	Island School Principal 6 Teachers Boyne River 1/2 Principal 10.5 teachers	2		5/6 & 6 5/6 - 13	2,400 (3,000 including summer) 4,800 (6,048 including summer)	5 days 2 1/2 - 5 days
YORK	3	2	1 Cook 2 Helpers 2 Care-takers	6-13	1,200	5 days
METRO SEPARATE						

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OUTDOOR EDUCATION FACILITIES

RESIDENTIAL PROGRAMS

BOARD	METHOD OF FUNDING	FUTURE DIRECTIONS
EAST YORK	Mostly Board Funding	Expanding facilities
ETOBICOKE	Total Board Funding	Building residence at Albion Hills in agreement with M.T.R.C.A.
NORTH YORK	Funding shared by Board and students	
SCARBOROUGH	Students by only $2.00 per day. Balance Board funding	Capacity doubled as of January 1983
TORONTO	Students pay only $2.25 per visit.	
YORK	Total Board funding	
METRO SEPARATE		

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DAY CENTRES

BOARD	PROPERTY	OWNED OR LEASED	ACRES	BUILDINGS	VALUE[1] Original	VALUE[1] Current	HOW FINANCED
EAST YORK	Sun Valley in East York	Leased - Metro Parks	50	1 Storage building			
ETOBICOKE	Etobicoke Field Studies Centre at Claireville Dam in Etobicoke	Leased - MTRCA	1	Two-roomed Schoolhouse			
NORTH YORK	Forest Valley	Leased - private 10 months	20	Various			
	Don Valley	Leased - Metro Parks Jan. & Feb.	50	Change/storage Washrooms			
	Shadow Lake	Leased - Metro Res. retarded May-June	100	None used			
	Cedar Glen	Fee for use	200	Dining and washrooms			
SCARBOROUGH	Hillside	Owned (buses go to other locations)	2	3-room Schoolhouse			
TORONTO	High Park School for O[illegible] Educ[illegible] (Sum[illegible]	Owned	1	School (not used)			
	Toronto Urban Studies Centre	Owned	1	Base building			
YORK	Warren Park	Owned	N/A	2 Classrooms in school (part of school, no additional cost).			
METRO SEPARATE							

1. These buildings are either historical buildings, leased, or part of schools.

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OUTDOOR EDUCATION FACILITIES

DAY CENTRES

BOARD	PROFESSIONAL STAFF	PARA PROFESSIONAL STAFF	OTHER STAFF	GRADE LEVELS SERVED	NUMBER OF ANNUAL STUDENT VISITS	LENGTH OF VISIT
EAST YORK	1 Consultant (day and residential)	1	0	K-13	6,200	1/2 - 1 day
ETOBICOKE	3	0	1 Main-tenance	Gr.5 Regular Gr.3,4,6,8 Voluntary	3,000 2,000	1 day 1 day
NORTH YORK	1 Coordinator (day & residential) 2 Program Leaders 1 Program Developer 2 Teachers	4 Aides	2 Caretaker 2 Secretaries	K-13	29,100	1/2 - 1 day
SCARBOROUGH	1 Coordinator (day & residential) 3 Teachers	0	1 Caretaker	All Gr.6 scheduled twice annually. Other grades by request	16,000	1 scheduled 1/2 day or 1 day for optional groups
TORONTO	High Park Summer only Urban Studies Centre 1/2 Principal 2 Teachers	3		K-13	2,500	5 days
YORK	1 Teacher	1/2		K-6	5,500	1/2 - 1 day
METRO SEPARATE						

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OUTDOOR EDUCATION FACILITIES

DAY CENTRES

BOARD	METHOD OF FUNDING	FUTURE DIRECTIONS
EAST YORK	Board	- Stress on Urban setting - Programming at school level
ETOBICOKE	Board	
NORTH YORK	Board	
SCARBOROUGH	Board	
TORONTO	Board	
YORK	Board	
METRO SEPARATE		

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APPENDIX B - BOARD POLICY

Board of Education for the City of North York; Policy Register; December 1, 1982; p. C-6.

OUTDOOR EDUCATION -

1. The Board of Education is committed to the following Outdoor Education Philosophy:

   i) Outdoor education begins the moment the pupils leave the classroom.

   ii) Experiences in outdoor education should be available to every child at every grade level.

   iii) Outdoor education should encompass all facets of learning.

   iv) Outdoor education programs should incorporate training in recreational activities as a possible preparation for the profitable use of leisure time.

   v) Children should learn to appreciate and respect the out-of-doors in order to further interest in environmental quality.

   vi) Students should have access to out-of-classroom education to include all outdoor studies in the school yard, community and natural surroundings, and including studies in buildings other than the school.

2. Guidelines for out-of-classroom education should be included in the preparation of curriculum materials for all subject areas for primary, junior and intermediate programs.

3. Every child should have the opportunity to participate in residential or overnight educational programs because of the valuable experiences that they offer for intellectual, social and emotional growth.

4. The Board recognizes the value of Outdoor Education Centres as an integral and vital part of the Outdoor Education Program.

Board Minutes Page 156/79, 157/79 and Page 260/80

APPENDIX C

Outdoor Education Program Budget

SUMMARY OF OPERATING C. . BY PROGRAM

1983 BUDGET & FORMULA

Line		(1) Total Formula 1983 Budget	(2) Total 1983 Budget	(3) Day Programs	(4) Day Centre Programs	(5) Residential Programs	(6) Coordinator
1	Forward Appendix C -2	596,659	955,100	122,900	368,750	367,100	96,350
2	% Allocation of Coordinator			10	20	70	100
3				9,635	19,270	67,445	(96,350)
4	Total	596,659	955,100	132,535	388,020	434,545	-0-
5	OTHER BUDGET AREAS						
6	MONO CLIFFS						
7	Maintenance and Plant Operations	92,121		-			
8	Plant Operations	50,597		-			
9	FOREST VALLEY						
10	Caretaking & Maintenance (2)	37,629	49,462		49,462		
11	GLEN AVON - HOBBERLIN						
12	Caretaker 15%		3,350		3,350		
13	Utilities @ .65/sq. ft.		2,275		2,275		
14	Sub-Total	777,606	1,010,187	132,535	443,107	434,545	-
15	OTHER PROGRAMS						
16	Appendix C-3	-	72,950	47,750	1,200	24,000	
17		777,006	1,083,137	180,285	444,307	458,545	-
18	TRANSPORTATION						
19	T.T.C. Tickets	-	22,000	19,800	2,200	-	-
20	Contract Vehicles	157,587	123,350	57,600	14,400	51,350	-
21		934,593	1,228,487	257,685	460,907	509,895	-
22	Board Owned Vehicles	353,759	716,950	514,937	86,468	115,545	-
23	Total	1,288,352	1,945,437	772,622	547,375	625,440	-
24	% Distribution of 1983 Budget	100%	100%	39.7%	28.2%	32.1%	

APPENDIX C-1 - SUMMARY OF OPERATING COSTS BY PROGRAM

APPENDIX C-1A

NOTES ON OUTDOOR EDUCATION BUDGET 1983 VS. FORMULA

1. The Formula Budget of $1,288,352, Column #1, Line 23, is generated by a specific Formulae. The remaining balance of $657,085 is generated from other areas, i.e. support services and supplies, furniture, equipment and rentals which are more general in nature and not specifically allocatable to any particular budget program. When we compare our total Preliminary Budget and the Formulae Budget, we are not attempting to reconcile each and every Program Budget to a Formula amount.

2. The Transportation Budget for Board buses is $716,950, Column #2, Line #22. This cost is to a certain extent a fixed cost to North York and when we increase our level of service to an area, such as Outdoor Education, we are (1) increasing the utilization of our buses, and (2) reducing the overall per pupil cost which is to our benefit. As a result of this increased service and allocation of $716,950, it appears as though we are in excess of the budget, but when you look at the Transportation Department, the only costs that will increase as a result of increased service are the variance operating costs, such as fuel and maintenance. It is a Board decision as to how we use Board vehicles, and whether we increase or decrease the level of service to a particular area.

1983 BUDGET - OUTDOOR EDUCATION

		(1) Formula Budget	(2) Preliminary Budget Program Book	(3) Day Programs	DAY CENTRE PROGRAMS (4) Hobberlin Glen Avon	(5) Forest Valley	(6) Shadow Lake	(7) Don Valley	(8) Cedar Glen	(9) Residential Centres	(10) Coordinator Other
		$	$	$	$	$	$	$	$	$	$
1	PERMANENT STAFF										
2	1 Coordinator		53,500								53,500
3	2 Program Leaders			43,700		43,800					
4	2 Program Developers	143,005	189,700	17,000		4,300				60,900	
5	2 Resource Teachers		65,900			65,900					
6	1 Instructor - Hobberlin		33,600		33,600						
7	2 Teacher Aides		24,000			24,000					
8	2 Secretarial		34,100			16,400					17,700
9	Total		380,800	60,700	33,600	154,400	-	-	-	60,900	71,200
10	TEMPORARY & OVERTIME										
11	2.5 Teacher Aides - Forest Valley		18,800			18,800					
12	2 Teacher Aides - Cedar Glen		21,600						10,800	10,800	
13	1 Teacher Aide (Hobberlin Collection)		10,800		10,800						
14	Secretarial Forest Valley		3,500			3,500					
15	Total		54,700	-	10,800	22,300			10,800	10,800	-
16	Employee Benefits	7,854	23,000	3,000	2,300	9,600			300	3,000	4,800
17	Travel										
18	Mileage		11,700			4,200					7,500
19	Supplies		28,200	5,700	3,400	10,100			1,350		7,650
20	Operating Costs - Forest Valley	35,000	35,000			35,000					
21	Rental - Forest Valley	55,000	55,000			55,000					
22	Fees & Services	355,800	293,400				500	500		292,400	
23	Association with Residential Programs		3,600								
24	Insurance				3,[illegible]0						
25	PROGRAM DEVELOPMENT		11,100		3,100	350			2,450		5,200
26	REPLACEMENT FURNITURE & EQUIPMENT		1,100			1,100					
27	ADDITIONAL FURNITURE & EQUIPMENT		4,000		1,000	1,100					
28	Other Activities		53,500	53,500							
29	TOTAL	596,659	955,100	122,900	58,800	293,150	500	500	15,800	387,100	98,350

APPENDIX C-2 - 1983 BUDGET - OUTDOOR EDUCATION

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APPENDIX C-3 - OTHER PROGRAMS

Out-of-Classroom Activities

1983 Budget

Responsibility Code	Program Name	Program Information	Day Programs $	Day Centre $	Residential $
171	Hollywood P.S.	Swim Program, Field Trips	1,800		
803	Emery Family	Swim Program	800		
901	Superintendent of Schools (East)	Out-of-Classroom Activity (Field Trips, etc.)	8,200		
902	Superintendent of School (West)	Out-of-Classroom Activity (Field Trips, etc.)	11,100		
812	Georges Vanier S.S.	Music Festival	750		
920	Music	Festival - Forest Valley		1,200	
925	Visual Arts	General - Program Development	9,000		
925	Visual Arts	General Supplies	2,800		
927	Special Programs	Transportation to Field Trips	500		
954	Educational Services	Transporation to North York Swim Programs	2,000		
959	Race/Ethnic	CHIMO Conference	10,800		
959	Multicultural	Leadership Camp			24,000
		Total	47,750	1,200	24,000
		Grand Total	72,950		

OUTDOOR EDUCATION COSTS
VARIABLE COSTS ASSOCIATED WITH RESIDENTIAL PROGRAMS
(EXCLUDING TRANSPORTATION & ADMINISTRATION COSTS)

1977, 1979 & 1981 IN 1983 DOLLARS

	ELEMENTARY		JUNIOR HIGH		SECONDARY		TOTAL	
	Urban	Natural	Urban	Natural	Urban	Natural	Urban	Natural
Year	$	$	$	$	$	$	$	$
TOTAL COST OF PROGRAM								
1977	143,447	277,411	260,715	199,671	619,654	107,312	1,023,816	584,394
1979	111,403	270,202	215,816	192,685	586,507	100,010	912,996	562,897
1981	139,263	333,133	186,604	161,770	402,445	67,123	728,312	562,026
TOTAL BOARD SHARE								
1977	5,099	104,180	2,607	58,303	8,675	30,370	16,381	192,850
1979	-	120,683	5,273	70,523	2,944	36,204	8,217	227,410
1981	17,547	185,426	2,246	66,002	23,912	32,956	43,699	284,385
AVERAGE COST/NIGHT PER PUPIL								
1977	36.50	16.50	43.60	20.98	59.41	21.07	50.33	18.60
1979	36.40	19.76	34.98	21.34	44.31	21.60	40.67	20.58
1981	29.06	20.33	34.60	19.37	37.63	22.11	3[illegible].88	20.25
3 year average	33.45	18.80	37.80	20.61	46.81	22.11	41.85	19.76
AVERAGE BOARD COST/NIGHT PER PUPIL								
1977	1.29	6.21	.44	6.12	.83	5.96	.80	6.13
1979	-	8.82	.85	6.45	.22	7.80	.37	8.31
1981	3.66	11.33	.42	7.90	2.24	10.85	2.10	10.25
3 year average	1.92	8.75	.57	7.23	1.03	7.78	1.07	8.13
% Paid by Board Average Over 3 years	.6	46.5	1.5	35.1	2.2	35.2	2.5	41.1

APPENDIX C-4A

OUTDOOR EDUCATION PROGRAMS - PARTICIPATION & COSTS

RESIDENTIAL PROGRAMS YEAR 1977

(1983 Dollars)

PROGRAM	ELEMENTARY		JUNIOR HIGH		SECONDARY		TOTAL	
	Total Cost	Board %	Total Cost	Board %	Total Cost	Board %	Total Cost	Board %
BACKPACKING			5,410	1.2	1,233	-	6,643	1.0
CAMPING	17,357	6.8	17,434	-	3,687	-	38,478	3.1
CANOE TRIPS			8,756	-	13,095	33.3	21,851	2.0
CEDAR GLEN	83,288	45.5	20,290	52.4	-	-	103,578	46.8
CONSERVATION FIELD CENTRES	76,485	60.0	31,145	66.0	24,697	69.5	132,327	63.3
LESLIE FROST CENTRE	29,587	41.8	34,900	60.6	20,889	45.9	85,376	50.4
ONTARIO CAMPS	70,694	7.1	81,736	6.4	43,711	20.2	196,141	9.8
SUB TOTAL NATURAL	277,411	37.5	199,671	29.2	107,312	28.3	584,394	33.0
OUT OF PROVINCE	60,646	4.4	140,732	1.5	116,806	-	318,184	1.5
OTTAWA	82,801	2.4	48,096	1.1	6,638	-	137,535	1.8
OTHER ONTARIO LOCATIONS								
U.S.A.			25,972	-	68,216	1.3	94,188	0.9
OVERSEAS			45,915	-	427,994	-	473,909	-
SUB TOTAL URBAN	143,447	3.5	260,715	1.0	619,654	1.4	1,023,816	1.6
TOTAL	420,858	25.5	460,386	13.2	726,966	50.6	1,608,210	13.0
BOARD SHARE OF COST	107,285		60,922		40,868		209,076	
BOARD SHARE AS % OF TOTAL	25.5		13.2		5.6		13.0	
STUDENTS PARTICIPATING / ENROLMENT	7,144 / 43,115		4,625 / 19,519		3,393 / 29,604		15,172 / 92,238	
STUDENTS PARTICIPATING AS % OF ENROLMENT	16.6		23.7		11.5		16.5	

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APPENDIX C-48

OUTDOOR EDUCATION PROGRAMS - PARTICIPATION & COSTS

RESIDENTIAL PROGRAMS

YEAR 1979

(1983 Dollars)

PROGRAM	ELEMENTARY		JUNIOR HIGH		SECONDARY		TOTAL	
	Total Cost	Board %	Total Cost	Board %	Total Cost	Board %	Total Cost	Board %
BACKPACKING	-	-	1,865	1.2	-	-	1,865	1.2
CAMPING	8,053	2.1	5,735	1.8	1,029	-	14,817	1.8
CANOE TRIPS	-	-	1,272	14.2	9,296	1.5	10,568	0.9
CEDAR GLEN	71,552	45.0	33,422	39.6	-	-	104,974	43.3
CONSERVATION FIELD CENTRES	96,654	57.8	41,116	53.3	8,586	88.3	146,356	58.4
LESLIE FROST CENTRE	57,996	43.0	45,796	51.2	17,000	59.7	120,792	48.5
ONTARIO CAMPS	35,947	16.2	63,479	16.4	64,099	27.6	163,525	20.8
SUB TOTAL NATURAL	270,202	44.6	192,685	26.6	100,010	36.2	562,897	40.4
OUT OF PROVINCE	43,758	-	122,899	0.4	179,083	1.3	345,740	0.8
OTTAWA	67,645	-	23,893	-	12,710	-	104,248	-
OTHER ONTARIO LOCATIONS								
U.S.A.			53,953	-	86,174	1.2	140,127	0.7
OVERSEAS			14,441	-	308,440	-	322,881	-
SUB TOTAL URBAN	111,403	-	215,186	2.2	586,407	0.5	912,996	0.9
TOTAL	381,605	31.6	407,871	17.4	686,417	5.8	1,475,893	15.6
BOARD SHARE OF COST	120,590		71,053		39,676		231,319	
BOARD SHARE AS % OF TOTAL	31.6		17.4		5.8		15.6	
STUDENTS PARTICIPATING / ENROLMENT	5,842 / 39,697		4,253 / 17,831		3,337 / 28,724		13,432 / 86,252	
STUDENTS PARTICIPATING AS % OF ENROLMENT	14.7		23.9		11.6		15.5	

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APPENDIX C-4C

OUTDOOR EDUCATION PROGRAMS - PARTICIPATION & COSTS

RESIDENTIAL PROGRAMS YEAR 1981

(1983 Dollars)

PROGRAM	ELEMENTARY		JUNIOR HIGH		SECONDARY		TOTAL	
	Total Cost	Board %	Total Cost	Board %	Total Cost	Board %	Total Cost	Board %
BACKPACKING	-	-	1,660	14.0	1,199	44.2	2,859	28.5
CAMPING	3,200	36.8	3,925	13.5	3,477	-	10,602	20.1
CANOE TRIPS			1,434	9.4	4,071	36.2	5,505	29.2
CEDAR GLEN	65,154	44.7	11,478	45.6	3,087	73.3	79,719	45.9
CONSERVATION FIELD CENTRES	157,440	68.2	40,496	59.9	16,607	87.6	214,543	73.7
LESLIE FROST CENTRE	65,021	53.5	50,866	46.7	17,916	35.6	133,803	48.6
ONTARIO CAMPS	42,318	30.3	51,911	21.9	20,766	37.4	114,995	27.8
SUB TOTAL NATURAL	333,133	55.6	161,770	40.8	67,123	49.1	562,026	50.6
OUT OF PROVINCE	77,380	3.5	88,322	1.9	237,888	6.1	403,590	4.7
OTTAWA	43,301	14.8	40,808	-	12,018	2.6	96,127	7.0
OTHER ONTARIO LOCATIONS	18,582	45.2	11,518	4.0	29,158	23.7	59,258	26.5
U.S.A.	-	-	24,402	-	69,723	3.0	94,125	2.2
OVERSEAS	-	-	21,554	-	53,658	-	75,212	-
SUB TOTAL URBAN	139,263	12.6	186,604	1.2	402,445	5.9	[illegible]	6.0
TOTAL	472,396	42.9	348,374	19.6	469,568	12.1	1,290,338	25.4
BOARD SHARE OF COST	202,770		68,286		56,852		327,908	
BOARD SHARE AS % OF TOTAL	42.9		19.6		12.1		25.4	
STUDENTS PARTICIPATING / ENROLMENT	7,400 / 34,307		3,857 / 14,607		3,246 / 27,358		14,503 / 76,272	
STUDENTS PARTICIPATING AS % OF ENROLMENT	21.5		26.4		11.9		19.0	

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APPENDIX D - THE DAY CENTRE BUDGET-1983 AND FUTURE PROSPECTS

The present cost of Day Centre programs is $547,400. (See Appendix C-1, Line 23, Column #4)

It should be noted, that in the case of Forest Valley, when our lease expires 30 June 1984, we would be looking at an increase of approximately $245,000 per annum. The present lease of a $55,000 per annum was originally calculated based on a valuation based on a fair market value of $580,000 x 9.5% annual rate of return, which was thought to be fair at that time, which amounted to $55,100. This was in June 1974 and at current values, would mean that if we assume the fair market value of approximately $3,000,000 and have a rate of return of 10%, our lease costs could be $300,000 per annum which is an increase of $245,000.

This would bring the annual operating cost of the Day Centre Programs to approximately $792,000 or $20.76 per student, excluding Board owned vehicles of $86,500, versus the present cost of $13.55 (page 8 of report) based on a participation rate of 34,000 students.

APPENDIX E - MONO CLIFFS BUDGET AND RATIONALE

Rationale for Developing Mono Cliffs

To build on a residential site, such as Mono Cliffs, requires certain assumptions, so the following pro-forma operating statement has been based on a site similar in size to that of Lake St. George, where the total square footage of the building is approximately 30,000 square feet.

It should be noted that present student enrolment in all natural setting residential programs is 10,000 annually.

The total Board and pupil cost per night for natural type programs versus urban,[1] is $19.76 to $41.85 and the Board contribution is 41.1% natural and 2.5% urban.

Based on this, it is recommended that we provide the model suggested in Appendix F for residential programs. The following pages contain the budget involved for this model.

1. These figures refer to variable costs, excluding transportation and administration. See Appendix C-4.

APPENDIX E-1 - MONO CLIFFS

Pro-Forma Statement

Building - 30,000 Square Feet Land - 86 Acres

Salaries, Wages and Benefits	
Teachers (4)	$ 152,000
Aides (3)	40,000
Caretaker (1)	24,000
Operating Costs	
Utilities (30,000 square feet x .65)	19,500
Equipment - Replacement	5,000
- Additional	5,000
Telephone	4,000
Supplies	18,000
Transportation (200 Trips @ $100 per Trip)	20,000
Food Costs (9,600 x $10)	96,000
Tax	5,000
Maintenance ($2.00/square foot x 30,000)	60,000
Other	16,000
	$ 464,500

Square Footage of Building - 30,000 square feet

Approximate number of bed/nights - 9,600

Cost per bed/night - $48.38

NOTE: Transportation depends on either Board or contract vehicles. An estimate of $20,000 has been made which could be for contract vehicles.

This amount of $48.38(1) (9,600 bed nights), prior to income generation of $50,000, is comparable to York with an amount of $47.21 (5,000 bed nights), Lake St. George of $26.96 (16,800 bed nights) and Toronto at $44.84 (24,800 bed nights).

(1) The $48.38 per bed night does not include any budget formula income generation pertaining to land and buildings.

APPENDIX E-2

PROVISION FOR ACCOMMODATION - ANNUAL

	Bed/Nights			Total Cost
Mono Cliffs Appendix E-1	9,600	@ $48.38	=	$464,500
AGREEMENT CENTRES				
- Boyd	1,100	@ $19.64	=	21,600
- Lake St. George	2,000	@ $19.64	=	39,300
Cedar Glen	5,000	@ $20.50	=	102,500
Frost Centre	1,900	@ $15.00	=	28,500
NON-AGREEMENT M.T.R.C.A.				
- Albion Hills	2,300	@ $25.43	=	58,500
- Claremont	2,700	@ $25.43	=	68,700
Other Camps - Canoe Trips	3,000	@ $19.76	=	59,300
	27,600			$842,900

NOTE: The above represents the operating costs of Mono Cliffs and the variable costs of increased and or maintained service to other residential centres.

APPENDIX E-3

SUMMARY

Total cost of proposed residential programs Appendix E-2	$ 842,900
Less amount originally budgeted(1) Appendix C-2 line 22 column 9	(292,400)
Additional Amount Required	$ 550,500

REVENUE GENERATION

Note: No revenue has been generated at this point but at approximately $21.00 per night it is not difficult to realize that with the spare capacity we might generate $50,000 annually with little additional capital outlay (incremental costs such as Food Supplies, etc.) utilizing weekend capacity.

Total additional funds required	$ 550,500
Less Revenue	(50,000)
	$ 500,500

Additional Formula Generation

Building 30,000 sq. ft. x $3.19(2)	=	$(95,700)
Utilities	=	$(19,500)

Transportation Costs

A 65% reduction in trips to the Frost Centre which are contract vehicles means 65% x $46,000 = $(29,900)

$(145,100)	$(145,100)
Total Additional Requirement	$ 355,400

(1) The amount of $292,400 represents the variable cost of providing residential programs and therefore will now be replaced with the new requirement of $842,900. This means our net additional amount before revenue is $550,500.

(2) Formula budget generates $3.19/sq. ft. to cover operating costs.

APPENDIX F - MODEL FOR RESIDENTIAL PROGRAMS

Premises

1. Model is based on two-night visit for each Elementary School student and four-night visit for each Middle School or Junior High School student.

2. Estimated enrolment - 4,000 students per grade.

3. Mono Cliffs operating 5 days per week with 70 student beds at 90% occupancy rate for 38 weeks annually.

4. Boyd and Lake St. George providing 5 weeks and 4 weekends. Boyd 40 beds, Lake St. George 68 beds, 90% occupancy.

5. Additional time is available on weekends and during the summer but is not included in this model.

Accommodation Required Annually			Bed Nights
Elementary,	4,000 students	x 2 nights =	8,000
M.S./J.H.	4,000 students	x 4 nights =	16,000
Secondary	1,200 students	x 3 nights =	3,600
		Total -	27,600

Provision of Accommodation	Bed Nights
Mono Cliffs	9,600
Agreement Centres - M.T.R.C.A.	
Boyd	1,100
Lake St. George	2,000
Cedar Glen (25% increase)	5,000 (present - 4,000)
Frost Centre (65% reduction)	1,900 (present - 5,496)
Non-Agreement Centres - M.T.R.C.A.	
Albion Hills	2,300
Claremont	2,700
Other Camps, Camping, Canoe trips	3,000
Total -	27,600

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OUTDOOR EDUCATION IN NORTH YORK

APPENDIX G - SUMMARY OF 1983 ACTUAL VS. PROPOSED BUDGET

	Present Preliminary Budget				
	Total 1983 Budget	Day Program	Day Centre	Residential	Appendix
	$	$	$	$	
	1,945,400	772,600	547,400	625,400	C-1

Note: Above costs include Transportation costs of $862,300 of which $716,950 relate to Board buses.

	Proposed Allocation of Funds				
Original Requirement	1,945,400	772,600	547,400	625,400	C-1
FUNDS REQUIRED					
Increase	355,400	-	-	355,400	E-3
(Decrease)	-	-	-	-	
Proposed Requirement	2,300,800	772,600	547,400	980,800	
Total Increase or (Decrease) in Funding	355,400	-	-	355,400	
	(1)				

(1) No increase in transportation costs have been planned except $20,000 for Mono Cliffs and a reduction for Dorset site of $30,000 giving us an overall reduction in contract vehicles of $10,000.

APPENDIX H - ALTERNATIVE DAY CENTRE SITES: PLAN A & B

Plan A

At Steelesview Elementary School, a "headquarters" operation should be housed. This centre would be staffed by a program leader, one teacher, two aides and one secretary. It would handle reservation arrangements for all centres, provide an equipment loan service, material distribution, and accommodate 3 classes daily.

At C.H. Best West, an Outdoor Education program for primary classes could be housed in the school. It would be staffed by one teacher and one aide. Two classes could be handled at a time using the thirty acre site beside the school property.

At Sloane Elementary School, two classes could be served daily using the existing school space. It would be staffed by one teacher and one aide. Although the railway line in the valley of the east branch of the Don River presents some hazard here, careful supervision by the staff should be able to prevent any problems.

At Topcliff Elementary School an Outdoor Education Centre staffed by one teacher and one aide could serve two classes daily using the valley of the Black Creek.

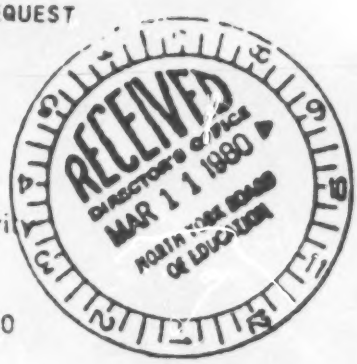
Plan B

The heart of this plan lies in the construction of a building on the north side of Finch Avenue on high ground on the west bank of the Don River east branch (between Bayview Avenue and Leslie Street). This site is on a major public transportation route and gives access to several hundred acres of valley land both north and south of Finch Avenue. The building could provide washroom and lunchroom facilities, exhibits which interpet the natural environment, a library, equipment loan service, and meeting rooms. A staff of one program leader, two teachers, three aides and one secretary could handle five classes daily and make reservations for the other centres as well.

At C.H. Best West the school could provide an Outdoor Education Centre for primary classes. The thirty acre site there could handle two classes at a time if staffed by one teacher and one aide.

At Topcliff Elementary School, an Outdoor Education Centre housed in the school could provide access to the Black Creek valley for two classes daily using a staff of one teacher and one aide.

APPENDIX I - M.T.R.C.A.'S WATERSHED PLAN REQUEST AND NORTH YORK BOARD'S REPLY



the metropolitan toronto and region conservation authori

1981.03.10

Mr. George McCleary,
Chairman,
The Board of Education for the
City of North York,
5050 Yonge Street,
Willowdale, Ontario,
M2N 5N8.

Dear Mr. McCleary:

In November 1980 The Metropolitan Toronto and Region Conservation Authority adopted the Watershed Plan which outlines the Authority's outdoor and conservation education policies. A copy of this plan is enclosed for your perusal.

One of the ten components of the Watershed Plan is the Community Relations Program. The Conservation Education Section of the Community Relations Program is comprised of two major elements. One of these is the development and operation of facilities for conservation education, specifically the development of sites suitable for accommodation up to ten classes or ten groups of students in residence. This is in addition to those students now accommodated at Albion Hills, Claremont, Boyd and Lake St. George Conservation Field Centres.

The first component in the Community Relations Program will be to extend the Albion Hills Conservation Field Centre to accommodate three classes or three groups of students, and to establish the Glassco Conservation Field Centre to accommodate up to four classes or groups.

It has become clear, however, that if residential facilities were expanded, all the Boards of Education may not wish to participate at the same time, nor enlarge their roles at the same rate. For example, the Etobicoke Board of Education has requested the Authority consider providing additional residential facilities at the Albion Hills Conservation Field Centre to meet their needs.

The Authority is now actively investigating a method of extending Etobicoke's facilities as outlined in the Watershed Plan and Community Relations Program.

Prior to the adoption of the Watershed Plan, a general agreement was made among the Authority and the Metropolitan Toronto School Board, the six Metro Toronto Area School Boards, the Metropolitan Separate School Board and the York County Board of Education. Through this agreement the Boyd and later the Lake St. George Conservation Field Centres were established. A supplementary agreement to this existing agreement would permit Etobicoke and/or any other Boards to meet their present or future requirements for student accommodation.

To inform the partners in the general agreement, the Authority would be pleased to arrange for a Special Sub-Committee to meet with your Board to discuss the plans and programs of the Authority and your Board's requirements for additional residential facilities.

Yours very truly,

Thomas H. Leith, Chairman,
Information & Education Advisory Board.

TEB/mrp
Encl.

THE BOARD OF EDUCATION FOR
THE CITY OF NORTH YORK

5050 YONGE STREET · WILLOWDALE
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DIRECTOR OF EDUCATION
AND SECRETARY-TREASURER

15 July 1982

Dr. Thomas H. Leith
Chairman,
Information and Education
Advisory Board
Metropolitan and Toronto Region
Conservation Authority
5 Shoreham Drive
Downsview, Ontario
M3N 1S4

Dear Dr. Leith:

The Board of Education at its meeting of 14 July 1982 considered the enquiry of the Conservation Authority as to whether the Board would be interested in entering into an agreement with the M.T.R.C.A. to build on their properties as part of the Watershed Plan.

I wish to advise that the Board of Education expressed its appreciation to the Conservation Authority for its offer and resolved to advise that the Board does not require additional residential facilities under the Watershed Plan at this time.

Yours sincerely,

K. Kinzinger
Director of Education

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APPENDIX J - EXCERPT FROM TRANSPORTATION REPORT

Transportation Committee; Transportation Report; May 1982; pp. 14-17.

The next section of the report outlines what could be done to improve cost effectiveness in the educational excursion area of transportation.

II TRANSPORTATION FOR EDUCATIONAL EXCURSIONS

1. (a) Educational Excursions

Under the present conditions, Board buses are assigned to schools on a request basis, generally with a school quota. Assignments beyond a school quota are made on a fill-in basis. Chartered buses are provided when time or distance prevent the use of a Board-owned bus; including trips to resident outdoor field centres which are approved by the Coordinator of Outdoor Education.

This allocation procedure for the use of buses requires the need for more flexibility and more control over the selection of educational excursions.

In order to centralize the planning and allocation of program-related transportation services, it is recommended that:

8.	the Superintendents of Schools shall be responsible for determining whether students be transported at Board expense for educational excursions.

This recommendation will no doubt increase the workload of the Superintendent for the administration of approvals and will require schools to have a longer lead-time for obtaining approval.

(b) (i) Order of Importance of Programs

As a result of discussions with principals, educational excursions were placed in an acceptable order of priority for the purpose of exercising greater control over the budget and the quality of programs. The following recommendations list these programs in order of importance and indicate the person or persons responsible for each.

9. The Board shall provide transportation: [7]

(a) to Resident Outdoor Programs where the travel time is three hours or less in one direction (e.g. Albion Hills). The Superintendent of Curriculum and Staff Development shall be responsible.

(b) for teams to League games under the North York Athletic Associations schedules. The Superintendent of Curriculum and Staff Development shall be responsible.

(c) for city-wide extra-curricular activities and special events during or after school hours (e.g. music festivals, cultural events, Forest Valley) . The Superintendent of Curriculum and Staff Development shall be responsible.

(d) for out-of-class programs in regular schools that have a direct curricular relevance as determined by the Principal, and the Superintendent of Schools (e.g. Science Centre, museum, Stelco, McMichael Collection, ski programs, etc.). The Superintendent of Schools shall be responsible.

(e) for out-of-class programs in Summer School that have a direct curricular relevance as determined by the Supervising Principal of Summer School. The Superintendent of Educational and Community Services shall be responsible.

10. The Board shall share the cost of transportation for bus trips beyond the categories listed above based on the financial needs of the school involved (e.g. trips to Ottawa, Quebec City, etc.) The Superintendent of Curriculum and Staff Development shall be responsible.

11. Financial support for study travel shall be available only for approved visits within Canada and the United States based on the need for financial support, and this approval shall be the responsibility of the Superintendent of Curriculum and Staff Development.

The adverse consequences of the above would likely be an increased demand from Special Needs Schools and an increased responsibility for the Superintendent of Schools or his delegate to make decisions or hear appeals.

(b) (ii) Methods of Transportation

Board buses are used for program purposes when possible, although their flexibility is often hindered because of the noon hour home to school runs. The programs themselves are often not too flexible either. When Board buses aren't available, buses are often chartered. There tends to be a reluctance to use public transportation as the T.T.C. is perceived to be less convenient than our own bus fleet.

[7] In Recommendation 9, sub-sections (a) to (e) are all of equal importance.

The need for both increased economy and flexibility has prompted the re-examination of our present methods of operation and the consideration of feasible alternatives.

Where transportation by public transportation is available within a reasonable distance of the school, and where the route is direct or involves only one transfer, and where the normal travelling time is 45 minutes or less in each direction; then the students should use public transportation.

In keeping with the established order of priorities the following recommendations are offered as means to maximizing program use.

For educational excursions transportation needs, it is recommended that:

12. a minimum level of Board-owned buses proportionate to enrolment is to be maintained in order to provide transportation for educational excursions.

13. the T.T.C. shall be considered as the first possible method of transportation.

14. a Board bus shall be considered, and the times of departure and return adjusted, if possible, to avoid the necessity of chartering a bus.

15. a chartered bus or coach shall be engaged if times or distances prevent the use of a Board bus.

16. small groups shall use taxis rather than occupy a Board bus when the cost of the taxi compares favourably with the cost of the bus.

17. transportation needs for educational excursions, over and above those that can be provided by the Board-owned fleet, are provided through outside contract.

The adverse consequences of these decisions would include the need to educate teachers and students to use public transportation, an increased negotiation time re changes in schedules, and difficulty in determining if taxis are more economical than a bus. Some parents opposing the increased use of T.T.C. will also likely put pressure on schools.

2. CHARTERS

At present, for educational excursions to places such as Ottawa, Quebec City, Washington D.C., and exchanges within Canada, teachers must find out all pertinent facts for themselves and shop around for services. This leads to duplication of effort, missed opportunities, excess costs, deficient services and frustrated staff. A central travel service provided within the Purchasing or Transportation Services Department could eliminate most of the problems inherent in the existing operation.

It is therefore recommended that:

18. the Board further investigate the possibility of providing a travel service to coordinate the contract requests

SCHOOL RECORD OF OUT-OF-CLASSROOM EVENTS

DATE	PURPOSE AND DESTINATION OF TRIP	NUMBER & GRADE OF STUDENTS	STAFF INVOLVED	OTHER SUPERVISORS	PRINCIPAL SIGNATURE